

The Educational Weekly.

The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL,
JEREMIAH MAHONY, } EDITORS.

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CHICAGO, ILL., APRIL 10, 1879.

Editorial.

Maine has a prohibitory liquor law, and now the free high school is abolished in that state. Comment is unnecessary.

The *Pennsylvania School Journal* calls Gov. Robinson, of New York, a "blind governor." It may be that he is blind and deaf, but no one will have the hardihood to call him dumb. On the contrary he has the gift of gab away a galloping.

Don Gov. Robinson Quixote, for the second time, mounts his good steed Rosinante and runs a tilt against the high schools of his state. He differs from the original D. Q. in this, that the original took windmills for giants, and his modern imitator assumes that the giant young high schools are mere windmills. When last seen, Gov. R. was raised off the back of Rosinante and in position to measure the right ascension of Venus with his lower limbs for a quadrant.

"It (higher education) also breeds discontent on the part of those who are educated or attempted to be educated to something above that for which they are fitted."—Gov. Robinson.

Who is the astrologer, who the soothsayer, who the wizard, that shall prognosticate at the birth of a child in this free country for what he is fitted, or what station in life he shall attain? Who, for instance, could have cast his horoscope and predicted that the little squaller that Gov. Robinson once was would ever be governor of the Empire State? Pity there was not some witch

at hand at that time or a little sooner, so that the obstetrician might have practiced preventive measures and saved the gubernatorial chair of New York from being loaded down with an unconscionable pretender.

In a set of questions used in London in the examination of pupil teachers, who correspond to our normal graduates, we notice, on the same set, the legend,

"One hour for females."

"Two and a half hours for males."

Why is this thus? What have the girls done that they should be compelled to do in one hour what their associates of the hardier sex are allowed two and a half hours to accomplish? Is it a fact of proportion that

Males: females:: 1: 2½, or

Females: males:: 2½: 1, or

Males: 1:: females: 2½, or

2½: females:: 1: males?

Or what is it, anyway? This is the funniest application of the Rule of Three that we have lately heard of. What is the matter with the young pedagogues of England? Will our transatlantic brother please explain?

In some large cities the teachers have no voice in the selection of text-books. The books are put in and kept in by interested parties, the tired and beleaguered board-members finally yielding to the persuasive agents and introducing the books without any practical knowledge of their availability. In such cities there is only one thing more difficult than getting a good book in, and that is getting a bad book out. In the villages changes in text-books may be too frequent, in the cities the changes are not frequent enough. To bring about a desirable change, the teachers seem to have little or no influence. Indeed, interference on their part, even to the extent of a mild suggestion, is resented in certain quarters as impertinence.

Now would it not be well to try the plan of teacher suffrage in this matter? Imagine a large manufacturing establishment compelling its hands to work with worn-out, dull, and inferior tools, and yet it is what is done by teachers in most large cities of the United States. Why, even on a railroad gravel-train, the hands have the right to choose their own shovels. And yet teachers who keep up with the times, who examine each new text-book as it is published, and who ache to put it into the hands of their pupils, are denied the poor privilege and compelled to sing dumb, or sing only,

"Water, water every where and not a drop to drink!"

We would suggest that a new departure be made in the method of selecting text-books for the Chicago schools the coming year. Blanks should be furnished on which teachers might vote for or against the books now in use. We imagine that such a vote would exhibit some astonishing results.

THE CHINESE QUESTION AGAIN.

ELSEWHERE appears a communication from Mr. H. M. Bissell propounding certain questions which appear to have been suggested by a recent editorial in the WEEKLY on the Chinese problem. Before referring more specifically to these questions, we may be permitted to say a few words as to the relations

between the editors and the correspondents and patrons of the WEEKLY.

In the first place, many communications are published in these columns from correspondents, which the editors do not endorse. But they are printed in the interests of free thought and free speech, and because, as the conductors of a public journal, we desire that both sides and all sides should be heard. If the sentiments and convictions contributed by our correspondents be germane to the objects of an educational journal, if they be courteously expressed in reasonably good English, and if they possess sufficient merit to justify publication, they will be cordially welcomed and will be printed at the expense of the publishers.

In the second place, it is to be expected that the editorial columns will sometimes, we hope frequently, contain articles with which some of our readers cannot fully agree. If it were otherwise the WEEKLY would not be worth the publication. We do not expect wisdom to die with the editors, not with the contributors of the WEEKLY. We expect both to err,—to be human. Nevertheless, we expect to entertain convictions with which some will agree and others differ. Out of the crucible of free discussion, however, will come the pure gold of truth separated from the dross of error, and this is the result which all,—editors, correspondents, and readers, ought most supremely to desire. If correspondents are disposed to combat what they deem the heresies of the editors, let them frankly state their views in their own language without reserve. The editors can then exercise their discretion as to the necessity of any rejoinders. Out of courtesy to Mr. Bissell we now proceed to reply to his points and queries as briefly as possible.

1. The WEEKLY has not endorsed the letter of Mr. Blaine any farther than to make use of what were presumed to be facts stated in that letter. Mr. Blaine's letter was commented upon in the light of the facts stated, as one of the topics of the time and intimately related to the welfare of the country.

2. There is a limit to the extent to which the wages of American laborers should be cheapened. They should receive enough to enable them to support themselves and to educate their children comfortably and well. They are the bone and sinew of the land. The policy which would seek to degrade them to the low standard of living and morality illustrated by the coolies of the oriental world is false in theory and will prove ruinous in practice—in our judgment. Frugality has its limitations. The self-respect of the laborer should be preserved. Starvation wages are not favorable to such a result. American laborers ought to be superior in intelligence and character to those of the effete monarchies of the East for obvious reasons.

3. We know of no "votes manipulated by a great foreign power inimical to republics." We must see this assumption established by credible testimony before believing it. We know of hundreds of the class referred to who vote according to their convictions. Admit the Chinese to citizenship under the same conditions as we admit the people of other nations and we want no other "rule of exclusion." We may then safely trust to the molding influence of our institutions with Catholics and Confucians alike.

4. Step over to San Francisco and see how it is yourself. When, a few years ago it was discovered that certain European nations were shipping their pauper and criminal classes to the Atlantic ports the subject was at once taken in hand by our government and the abuse was stopped. We would treat the Chi-

nese abuse in the same manner. We have urged the "breaking" of no treaties, nor any dishonorable method of correcting what we believe to be a flagrant abuse. We did not and do not approve of the bill passed by Congress. We do approve of its veto by the Executive. We are in favor of such a modification of existing treaties, by such proper methods as will preserve the honor and good faith of the government, and correct what we believe to be a great evil. We believe that nations as well as individuals should protect themselves from unnecessary contact with the worst forms of vice known to fallen and degraded humanity. We believe in just and honest practical statesmanship. We believe in national unity, purity, and self-preservation even if necessary to modify the application of an abstract principle which, like rules generally, may have its exceptions in practice. This is the tone of the WEEKLY, and we trust our respected correspondent will be able heartily to accept it and acquiesce in it.

IS TOO MUCH TIME DEVOTED TO ANY OF THE STUDIES PURSUED IN OUR DISTRICT SCHOOLS?

THE following is the substance of some remarks made by J. G. Plowman, of White Pigeon, Mich., at the last meeting of the State Teachers' Association:

I wrote to the township superintendents of schools in St. Joseph county asking them to send me the name and address of at least one of the best teachers in their respective townships. I then wrote to each of these teachers asking them to send me the name and age of (all things considered) the best scholar in their respective schools who had never attended any other than a district school; also, to state how long they had studied arithmetic, geography, and grammar, and how far they were advanced in each. This request was likewise kindly granted.

The result of my research was as follows: the average best scholar in arithmetic is a boy sixteen years old. He has completed practical, begun higher, and has a fair start in mental arithmetic, a pretty fair showing! And still, we cannot help thinking that had this same bright boy those advantages which our district schools ought to furnish to all their pupils, he might not merely have gained a practical knowledge of arithmetic in these three valuable years, but also have acquired a fair start in elementary geometry and algebra; or in their stead he might have studied physics. The average best pupil in grammar has studied the subject three years, is sixteen years old, can analyze and parse quite well, and has learned a great amount of text which will not be of any use in *this* world and probably not in the next. This is a good work; but ought not this apt pupil to have acquired also during these three years a good knowledge of English history? The pupil who averages best in geography has studied the subject four years and has completed "Local Geography." This pupil is also sixteen years old.

I take the position that a bright boy ought in this length of time, at this age, not only to have gained a practical knowledge of geography, but also to have acquired a good knowledge of anatomy, physiology, and hygiene. This research, my experience, and common observation prove to me that the present school economy results in great loss of time to the student, and consequently, a great amount of misspent money on the part of the tax-payer. Michigan is one of that bright galaxy of states which stand foremost in the ranks of education and common intelligence. Would we have her retain her place, we must suffer no loss of time. A little time lost to each of a few succeeding generations, and our proud Peninsular State will fall back, never

again to regain her honored position as champion of popular education. It is comparatively an easy matter to find fault—to point out the defects in a system—but what is the *remedy*? The answer is made up of four parts: 1. Let there be a course of study prescribed *for* and recommended *to* the district schools of the state. This might be varied slightly in different sections of the state, to meet their peculiar necessities, but in the main would be the same. 2. Let a record be kept in each district, wherein should be recorded the advancement and the degree of efficiency of each pupil in the district. So that whenever a pupil leaves school, upon returning, he may take up, after a little review, his work right where he left off. Some raise the cry of "grade" at this point. May the glad day hasten to Michigan when the interests of children will stand paramount to the tyrant grade—when we will fully understand that "grade," if it has any place in our schools, is made for children, and *not children for grade*. 3. Let there be text-books containing just enough of *theory* to keep the practical from "swamping." 4. The supervision of our rural schools must be changed or amended, before they can ever avoid the loss of time. It would be a mistake to vest the examination of teachers in one party, and their supervision in another. Finally, let us use our influence at home for the accomplishment of these ends.

Some disclaim having any influence. All we have to say about that is, if the principal of any school in Michigan really believes that he *does not* exert any influence, let him manifest his sincerity by resigning and giving place to some one who can and will stand as the champion of these great principles on which so much depends.

As highly as we may prize our noble University, as much as we may value the State Normal, and however dear may be our colleges; still, better that all these be swept from our *commonwealth* than that legislation, or the *lack* of legislation, should materially impede the progress of our common schools. These are the colleges of the masses; here is gained the inspiration and awakened the ambition which give permanency to common intelligence and support to higher education.

REVIEWS.

Fourteen Weeks in Botany. By Alphonso Wood, A. M., author of "The Class Book of Botany," "Object Lessons in Botany," "Plant Record," etc., and J. Dorman Steele, Ph. D., author of "The Fourteen Weeks' Series in Natural Science." A. S. Barnes & Company. New York, Chicago, and New Orleans. 1879. Mailing price, \$1.25.

The natural sciences, during the last decade, have won an honored place in the minds of educators. How noticeable is their increased prominence in the curricula of all schools, from the primary to the university. "Fourteen Weeks in Botany" is the latest issue in the series which has been a potent factor in popularizing the study of natural science.

This book is adapted to the wants of the best public schools, and, in the hand of an appreciative teacher, is a sufficient text-book for the high school and seminary. Within a faultless exterior, this volume contains three hundred and eighteen pages of matter, fresh and vigorous as the springtime.

The method is natural and analytical. A representative plant with entire root, stem, leaf, and flower, is examined; and the parts, functions, and characteristics described, *named*, and recorded in a blank table prepared for the purpose. No new term is introduced until the thing is first seen and the necessity has arisen for its use. Fully a hundred common representative

plants are examined and described, and the results tabulated. Sufficient hints are given to enable students to interpolate allied plants to any needed extent.

The illustrations are mostly from original designs, and are many of them wonderfully accurate and elaborate. The order of topics is uniform, thus contributing to methodical study, analysis, and recitation. Under the classification of each plant, an interesting feature is observed, namely: A popular description is given of all the principal plants of that order, which are noted for their beauty or utility; this is valuable, suggestive, and educational. The overflow of an enthusiastic cyclopedic teacher is seen in the rich footnotes, which will enliven the recitation and enrich the reader. This feature, in a degree, is characteristic of each volume of this popular series. While this is neither an exhaustive treatise, nor a mere book of first lessons, yet it will aid the teacher in preparing object lessons for beginners, and its rigid adherence to a scientific system will gratify and benefit the most advanced student.

The work closes with a Table of the Natural Orders, with their extent in genera and species; and a complete, illustrated Glossary and Index.

J. Dorman Steele, Ph. D., and Alphonso Wood, A. M., are joint authors of this Botany. The classification harmonizes with that in the Wood Series of Botanics, of which the latter is author. The well-known genius of the former is seen in the fascinating popularity with which he invests all his works.

This volume is the peer of any in the "Fourteen Weeks" Series, both in its systematic processes and in its power to awaken a love of nature.

Roderick Hume. The story of a New York Teacher. By C. W. Bardeen, Editor of the *School Bulletin*. Syracuse, N. Y.: Davis, Bardeen & Co. pp. 300. \$1.25.

It has been said that the proof of the success of a story is the inability of the reader to lay it down unfinished. Judged from this standpoint "Roderick Hume" is eminently successful, for one must be a very poor novel reader, not to feel interested in the hero's career from first to last. His experiences as man, teacher, and lover seem not unlike those of many a young principal in our thriving western towns. The author lets him carry a revolver, drink ale, play billiards and whist, and get "roped in" and victimized with surprising ease by a gang of sharpers. He is depicted, on the whole, however, as a very estimable and hopeful character.

Roderick, however, is not the only interesting character in the book. His assistant, Miss Lowe, demands quite as much attention, and the delineation of her character and work is quite as strong an argument in favor of higher education for women as one need wish for. The necessity of good school boards, capable of judging a teacher by his work, is strongly suggested also, and the good and the bad member graphically portrayed. Neither is the book-agent forgotten, nor the impositions practiced by some teachers and school boards upon publishing houses, apparently forgetting that there may be a limit to their good nature, and their ability to send "specimen copies for examination" free, whenever they may be demanded, for often it amounts to nearly that. In fact it is a book teachers will like to read, and from it they may glean many a useful hint on discipline, and what constitutes a good or bad teacher. Parents, too, would do well to read and ponder, not forgetting to look after their little ones in the lower grades. It is evidently a book with a purpose, and we hope the lesson will be conned, and the precepts applied.

THE MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

Atlantic Monthly—April.

The Indian Territory. By Theodore R. Jenness.

New Lives of the Old Masters. By Henry Van Brunt.

A Workingman's Word on Overproduction. By Frank Richards.

Living in London. By Richard Grant White.

Lippincott's Magazine—April.

Molière: The Life and the Legend. By J. Brander Matthews.

The Hoosiers at Home. By Mary Dean.

Appleton's Journal—April.

Dr. Johnson: His Biographers and Critics.

The Dome of the Continent. By Eugene H. Cowles.

"Shakespeare and the Musical Glasses." By Myron B. Benton.

Godwin and Shelley. By Leslie Stephen.

International Review—April.

The Relations Between the United States and China. By A. A. Hayes, Jr.

Prince Bismarck and the Franco-Prussian War. By Karl Hillebrand.

Sunday Afternoon—April.

The Mormons. By T. L. Rogers.

The Tenement House Question. By Helen Campbell.

The Howgate Scheme of Arctic Discovery. By I. J. Douglass.

A New Chapter on Wages. By D. W. R.

North American Review—April.

The Public Schools of England. By Thomas Hughes.

German Socialism in America.

The Census of 1880. By George Walker.

The Pronunciation of the Latin Language. Part II. By W. W. Story.

An Indian's View of Indian Affairs. By Chief Joseph.

Scribner's Monthly—April.

John Ericsson. Illustrated. By William C. Church.

The Tendency of Modern Thought as seen in Romanism and Rationalism. By C. C. Tiffany.

OHIO WITHOUT A STATE NORMAL SCHOOL!

PROF. JOHN OGDEN, Worthington, Ohio.

A NATION'S wealth—its best treasures—should be poured out as water, upon the altar of its educational enterprises. Every institution of learning, and especially those looking to the better preparation of its teachers, and through them, the education and refinement of the common people, should be fostered to the highest degree of excellence. But alas, when we look for these treasures in Ohio, one of the richest states in the Union, not a single state normal school graces all her broad domain. Not a single county superintendent in all her 88 counties. Her 40,000 teachers and applicants that crowd our county examination boards, yearly, flock from farm, and hamlet, and work-shop, and high school, and college, each one having his own peculiar views and practices, as to the methods of training the infant mind. From this herd, a selection is made, and not always—and I had almost said *often*—the best, either. These go and come, year after year, seldom ever teaching longer than one or two terms in the same school. Is it any wonder that our country schools languish? That they are poorer to-day than they were twenty years ago?

With a few honorable exceptions, mostly confined to our larger towns and cities, the children of to-day are in the hands of mere boys and girls, those of little experience and less skill; when they should be in the hands of the best men and women in the land—the best culture and the best talent.

"Like produces its like;" and the school-room is no exception to this law. If we have third and fourth rate talent in the school room, we must expect a race of pigmies, imbeciles, or villains, as the product.

But where is the remedy for these evils? Where, to be sure, but in the endowment of a system of normal schools, ample in their accommodations, for the entire profession; so liberal in their endowment as to attract the best teaching talent in the nation; so thoroughly equipped that nothing may be wanting in the way of apparatus, and other educational appliances; and made *entirely free to all who may resort thither, to thoroughly prepare themselves for teaching*. And then, none should be allowed to teach, even in the most insignificant school, that had not first given good evidence of eminent ability and zeal in the calling.

This, of course, would cost something. *That is just what is needed*. It is this everlasting cheapening of education and teaching that has degraded it. Education should cost more than any other duty or necessity in life. It is worth more. And yet a man will cheerfully pay from three to five dollars a week for boarding, but grumble at a fourth of it for tuition for his child. He will pay \$50 or \$100 for a dress or a suit of clothes, and grumble at a school tax of \$3 per annum.

But this is an age of material prosperity; and even in this respect it is encouraging, for when we learn the real value of brains, and character, all this wealth that we are now emptying into our stomachs, and wearing upon our backs, will be turned into culture and refinement.

This would not place education beyond the reach of the poor, either; for property should be taxed ten times higher than it now is for educational purposes, and only one-tenth as high as it now is for legislative purposes. This equalization of the matter would lessen the tax levy about one half, by simply lessening the cost of criminal prosecutions, and poor-houses, and legislatures, and other state and charitable institutions.

COMMON PEOPLE VS. COMMON SCHOOLS.*

Miss ANNA M. SOMERS.

TIMOTHY TITCOMB, in his "Lessons in Life," opens his essay on "American Public Education" with the following paragraph:

"A venerable gentleman, who once occupied a prominent position in a leading New England college, was remarking recently upon the difficulty which he experienced in obtaining servants who would attend to their duties. He had just dismissed a girl of sixteen, who was so much above her business as to be intolerable. The girl's father, who was an Englishman, called upon him for an explanation. The employer told his story every word of which the father received without question, and then remarked with considerable vehemence: '*It is all owing to those cursed public schools.*'"

If you will read that essay through, you will find that the learned Doctor is of very much the same opinion.

Since the hour in which Adam replied to his reproving God, "The woman whom thou gavest to be with me, *she* gave me of the tree and I did eat," his descendants have ever sought to remove from their own shoulders the burden and blame of their sins and follies, and to cast them on somebody or something else. Woman was the first scapegoat, and though she has bravely held her own through all time, she is by no means the last nor the only one.

For many years past, we, as a people, have been extravagant; we have lived fully up to, and often beyond our means; *money*, not mind, has been too often the basis of man's social status, and the object of life has been the

* Read before the Peoria County Teachers' Institute.

accumulation of wealth, without caring particularly about the methods used in obtaining it. Our national motto has been,—Money is the principal thing; therefore get money, no matter how. The poor have aped the rich, and spent in luxuries that which should have been husbanded for times of misfortune and age; economy has been sneezed at, and prodigality in every form practiced; and because at the present time we are feeling the effects of all this; because times are hard, and merchants fail, and banks break, and the rich become poor, and the poor poorer, and crime—the natural consequence of extravagance—abounds in our land; instead of meeting these calamities manfully, as the result of our own misdoing, as the price paid for spending money before earning it, it is becoming very popular for popular writers in popular magazines, and elsewhere, to write of 'Modern Utopias,' and 'Knowares,' and to fling at democratic institutions, at the education of the masses, at free education, at the higher education of woman, and to hint at an aristocracy, and to present in seductive contrast the happy content of him whose daily life is one treadmill round of eating, working, eating, working, eating, sleeping, beside the never ceasing restlessness of him who *thinks* as well as eats, works, and sleeps. And so the changes ring. Our young men and maidens grow up idle, disobedient, irreligious, despising work and those who labor, ever seeking to obtain something for nothing, and it is all owing to the doctrines inculcated by the teachers of the public schools. I, to-day, as a teacher in these schools, "throw down the gauntlet" in their behalf, and imitating the example of the dead past, and of the living present, hurl back upon the common people themselves the charges brought against the schools and us as teachers, and unhesitatingly affirm that if the common schools of the United States are not what they should be, the people alone are to blame.

You will observe, doubtless, that the words I have to utter are more for the ears of parents and other citizens, than for teachers *as* teachers, though just as pertinent to them and to me, as individuals; and I do not wish it to be understood that the citizens now listening to me are sinners above all other men, or, in many respects, to a like degree with other men, and some thoughts I may express will probably not be applicable to those at all, in any particular sense—only in a general way, as a part of the great body politic. I may not, at this hour, mention all the criticisms made upon the public school system, for time and your patience would both forbid; and to those I shall speak of I wish I could bring a readier pen and an abler head, for I am fully convinced of the truth of what I want to say, and wish it could be presented to you in the best and clearest manner possible.

Take first, if you please, the complaint made by the "venerable gentleman"—that our youth feel above the common duties of life. It is a just one. Indeed, I shall admit every accusation, but shall endeavor to show that the evils imputed to the schools are the outgrowths of society, and not of the common school system. Man is a lazy animal. From his earliest to his latest breath he resists to his utmost the sentence pronounced upon him for his first transgression, "In the sweat of thy face shalt thou eat bread." If one succeeds in life, this disposition must be constantly fought against; and the battle must begin in early childhood. Who should see to this—parents or teachers? Habits of industry should be formed before a child ever enters a school-room, and continued all through his school life; and then, when he comes on to the stage of action for himself, he will carry out those habits, for it is as true now as in the days of Solomon, that if you "train up a child in the way he should go, when he is old he will not depart from it."

Instill into the minds of the little ones around the fireside that if they do the homelier duties of the household, lovingly and cheerfully, they are as truly doing God's service, and are as honored in His sight as he who wins the applause of nations, and they will not so lightly esteem the drudgery of life. Introduce into your nursery sayings this truth—

"Who sweeps a room, as for Thy laws,
Makes that and the action fine,"

and then there will not be so many discontented youth always aspiring after great things, unmindful that between the aspiration and the doing extends a "ladder with unnumbered rounds, and all are labelled 'work.'" I know that parents looking back to their early days, and remembering the stern tasks which they had to perform, and the bitter tears shed over them, say, "My children shall have an easier time than I did;" but those stern tasks and bitter tears have made life richer, sweeter, better. We shall never know till that "day when all secrets shall be revealed," how much we owe to the so-called hardships of life. Does any one suppose that the children of the present day are any happier for their easy times than the children of the last generation? There may be a golden mean to this matter as well as to everything else; but all sunshine does not produce a healthy growth; and ease-loving,

effeminate youth was one cause of Rome's downfall. I have no desire to read you a homily on the training of children, though I belong to that class of persons which is said to discourse most eloquently on the subject. You will follow your own "sweet will" in the matter; but there are certain duties which parents owe to their children, which they cannot delegate to teachers or any one else; and when the children grow up deficient in that character which the fulfillment of these duties would have imparted to them, do not say it is the fault of "those cursed public schools."

It is the province of the schools to so train the mind that the child shall have ability to work quicker and better than he whose mind is untrained. It belongs to the home to decide what the child shall do, and to so train him that he shall be contented in the doing of it. It is readily granted that a teacher should coöperate with the parents, as far as possible, and should seek opportunities to drop hints and make suggestions, that shall aid in the furtherance of these views. But for what good is it that we hang in gilded frames in the school room, "All labor is honorable," "A good name is rather to be chosen than great riches," when our boys see scores of men selling their good names for a dollar; and if our girls seek for work in your kitchens, they find that all labor is not considered honorable? Can you blame them if they feel above the work which soils the hands and disfigures the clothes, if they find they cannot engage in it without a loss of social position? Dr. Holland, in the article referred to, says: "There are no longer any American girls who go out to service," and thinks the reason is because they have imbibed notions in our common schools, "that render them uncomfortable in family service, and render any family they might serve uncomfortable." There are notions and notions. Some emanated from Plymouth Rock, and some from George the Third. While I have no sympathy with impudence or arrogance, I certainly have none with American snobbishness; and I do have a great deal of sympathy for manly and womanly self-respect. Dr. Holland says again: "I can remember the time when thrifty farmers, mechanics, and tradesmen took wives from the kitchens where they were employed; but that is all done with now." Yes, because "thrifty farmers, mechanics and tradesmen" have too much self-respect to go a-courting at the back door! They did not do it *then*, and they will not do it *now*; and girls who want "thrifty farmers, mechanics, or tradesmen" for husbands will not put themselves where they must be sought at the back door. In the "good old times" for which Dr. Holland sighs, labor was respected, and hired help held the same position in society they would have held had they remained at their own homes. When an educated young lady can do your cooking and occupy the same position in your family that she would occupy if she sat in the parlor and crocheted, or worked on canvas animals, the like of which never entered the ark, and no zoölogy described, you will find plenty to enter your service and, willing to do your bidding. But so long as you place educated and ignorant labor on a par, just so long will you be left to the mercies of the ignorant and untutored. You boast of your democracy, but your boasting is foolishness, unless you teach the young that it is ignorance, not work, that degrades. Understand me, please. I have no wish to interfere with the management of your households. Control them as your judgment and wisdom dictate; but if the result be not to your liking, do not blame the common schools.

It is said that the boys and girls who leave our public schools are not practical; cannot apply their knowledge to the daily affairs of human life. True, every word of it; and again, I say the fault is not in the schools. Two things are necessary to make one efficient in any art or calling—knowledge and practice. I may understand the chemical laws of bread making, but he would merit your profoundest sympathy, who, weary, and worn, and hungry, had nought to eat but the bread that I should make; for I have never put my knowledge into practice, and am inclined to believe that the first attempt would not be a very palatable one. There are many circumstances which go toward the making of good bread, of which the books give no knowledge; and there is a vast difference in seeing and hearing or reading how a thing is done and *doing* it. On the other hand there are many that make good bread, who have little or no idea of chemistry. Sometimes they do not succeed, and the failure is charged to the yeast, or to the flour, or the sponge was too cold, or too hot; or to use their own phraseology, they "didn't have good luck." Let us hope there is a "good time coming," when the daughters of our land shall receive from the school the knowledge, and from the home the practice, and then in the language of Miss Lou Allen, of the Illinois Industrial University, "Good bread will no longer be a matter of luck." How many of you have sons and daughters who can recite glibly the tables for square and cubic measure, who cannot compute the number of yards of carpeting or the number of rolls of paper required for any given room in your house; or give the

contents of the woodpile in your door-yard? who even do not know that the knowledge of the one has any relation to the doing of the others? How many of you will trust your children, who have been through the arithmetics, to compute the interest on your notes? You blame the schools for this inefficiency, but I repel the charge. When teaching these subjects we endeavor to make them practical; but a child sees but little practicality in a sum taken from a book or blackboard, compared with that whose computation affects the family purse. Again, we spend a few days or weeks on these different subjects and pass to others, and if we do succeed in making the child perceive the relation of these principles to the every-day affairs of human life, non-practice begets forgetfulness, and this particular knowledge is soon crowded out by the knowledge of other and just as important principles. Whereas, if it were given to the child to solve the practical questions continually arising in the home circle, which involve those principles in which he has been instructed, what he has learned would be kept fresh in memory, and when he left the school-room he would be efficient for business. Joseph Cook suggests "model schools," which appears to be only another name for industrial schools, as a remedy for this evil. But the establishment of these schools would demand from parents a surrendering of more rights to others, and an increased taxation; neither of which are they ready to meet. And though these schools might be of great service, they can never entirely take the place of home training.

Concluded next week.

Practical Department.

ETYMOLOGY.

A set of questions given to pupil teachers in England shows a better method of teaching grammar and language than that prevailing in this country. The chief excellence consists in the stress placed upon etymology—the derivation and history of words. The following are representative questions, culled from different series:

1. With what parts of speech do adverbs combine? Give examples.
2. Parse the words in italics:
*"My father blessed me fervently,
 Yet did not much complain,
 But sorely will my mother sigh,
 Till I come back again."*
3. Write from memory the substance of the passage read to you by the inspector.
4. Analyze the following and parse the words in italics:
*No check, no stay, this streamlet fears;
 How merrily it goes!
 'Twill murmur on a thousand years,
 And flow as now it flows.*
5. Write out full notes of a lesson on steam.
6. Point out coordinate and subordinate sentences:
*On to God's house the people prest
 Passing the place where each must rest,
 Each entered like a welcome guest.*
7. Parse the words in italics.
8. Show that *where* is used as a conjunction in the above passage.
9. Show how Latin prepositions are used in the names of some of the parts of speech.
10. Mention any words of Celtic origin that occur in our language, and give the reason why so few words from this source are to be found.
11. Analyze the following and parse the words in italics:
*"Beneath those rugged elms, that yew tree's shade,
 Where heaves the turf in many a smouldering heap,
 Each in his narrow cell forever laid,
 The rude forefathers of the hamlet sleep."*
12. Is there any word of Latin origin in the above?
13. Give examples of words of Latin origin.
14. Write out full notes of a lesson on the following as part of a reading lesson:
*I should be much for open wars, O Peers,
 As not behind in hate; if what was urg'd
 Main reason to persuade immediate War
 Did not dissuade me most, and seem to cast
 Ominous conjecture on the whole success;
 When he who most excels in fact of arms,
 In what he counsels, and in what excels
 Mistrustful, grounds his courage on despair
 And utter dissolution, as the scope
 Of all his aim, after some dire revenge.*

Such questions show a degree of attention given to etymology of which we do not dream in this country. In this regard Amer-

ican text-books on grammar, with perhaps one exception, are very deficient. By all means let this study of etymology, the hand-maid of philology, be revived.

GOOD SCHOOLS AND HOW TO MAKE THEM.

The following outline of a talk given by Prin. Henry L. Boltwood, of Ottawa, Ill., at a teachers' institute at Grand Ridge, Jan. 18, 1879, is taken from the *Ottawa Republican*.

The speaker distinguished between good schools and the other kind. Good schools are not always kept in costly school-houses; do not always have good apparatus; are not always the stillest; are not always most praised; do not necessarily get newspaper puffs, nor get up show examinations or exhibitions. Good schools are orderly, industrious, cleanly in school-room and surroundings, cleanly in language and morals. They are thorough and scholarly. They tend to build up character; to make the boys who attend them manly, and the girls womanly. They are known by their influence outside the school-room as well as by the work which they do inside the building.

The main factor of a good school is the teacher. What the main spring is to the watch he must be to the school. To do all that he ought, he must, above all things else, possess a good character. He must know before he can teach. He must be patient, resolute, energetic, enthusiastic, hopeful.

Next come the directors. They are legally responsible for a good school. They ought to feel their responsibility more. They should take special pains to keep the school-houses in good repair, and to provide for keeping them comfortable. They should take more pains to secure good teachers. They ought to be more careful to secure teachers of known character, and should beware of educational tramps. If they feel themselves restricted to a given sum in paying the teachers, they ought to see that they get the best possible teacher for the money. If they employ beginners, they should be sure that the applicant has good character and good scholarship. They ought not to employ a teacher whom they cannot trust, and when they employ him, should stand by him. It would not be a bad idea to have Directors examined, to see whether they are fit for their office. Particularly, they ought to be examined as to the strength of their back-bone; to determine whether they can stand firm in trial.

Parents are largely responsible for good schools: First, the children whom they send to the schools ought to be obedient. If obedience is well learned by a pupil at home the teacher has little trouble with him in school. Parents should interest themselves in their children's studies, should never speak disparaging words of teachers in presence of their children; should visit the schools often.

The clergymen should remember the schools more in the church and in the prayer-meeting. Christian families should not forget them in their daily prayers. If the Sunday school, which gathers a small part of the children one hour a week, demands a high place in our estimation, how is it with the day school, which gathers almost all the children 30 hours a week? Every good citizen should aid and encourage good schools.

SUGGESTIONS TO TEACHERS.

DULL SCHOLARS.—The management and instruction of "dull" scholars, or those slow of apprehension, may be trying at times, but the teacher should allow no indications of uneasiness or disapproval, while the scholar is attentive and making commendable efforts. When there is added to a sluggish temperament, habits of inattention, carelessness, mischievousness if not malice, and irregularity in attendance, then the teacher has a subject especially needing reform and improvement. Such persons excite our sympathies and call for wise and discriminating treatment. Frequently words of advice or instruction, admonition or reproof, administered privately by teachers in a kind and compassionate manner, will instill ideas of reform. By this treatment the nobler and better qualities of the pupil's mind are brought into action, and he is encouraged to restrain his malevolent passions, while the teacher is thereby enabled to control the scholar.

POWER OF TEACHERS.—I think the reasoning and persuasiveness of the teacher will accomplish much in bringing about in every school that state of public opinion which will tend strongly to secure regularity in attendance, engender a love for study, and secure attentiveness and industry in work. It sometimes happens that persistent habits of laziness and inattention on the

part of scholars can be broken up by suitable punishments administered in an appropriate manner.

USE OF TEXT-BOOKS.—Text-books are designed to be used by scholars in connection with the instruction given by the teacher. Their use aids both the teacher and pupil. The book cannot be permitted to supersede the work of the teacher. The use of the book must always be preceded, accompanied, and supplemented by oral instruction. The book should not be paramount. The teacher should constantly impress upon the minds of scholars that it is the subject which is to be studied, and the book is only an auxiliary in that study. Teachers are urged to endeavor to expand the minds of their scholars to thoughts and exercises beyond the covers of the text-book.—*J. W. Simonds, Supt. Public Schools, Milford, Mass.*

TYPICAL RECITATION PROGRAM FOR DISTRICT SCHOOLS.

PREPARED BY JOHN WHERRELL.

Time.	Grade.	Recitation.
9:00 to 9:10	P G	Miscellaneous.
9:10 to 9:20	P G	First Reader.
9:20 to 9:30	P G	Second Reader.
9:30 to 9:40	P G	Third Reader.
9:40 to 9:50	P G	Arithmetic.
9:50 to 10:00	P G	Arithmetic.
10:00 to 10:10	P G	Arithmetic.
10:10 to 10:20	I G	Arithmetic.
10:20 to 10:30	A G	Arithmetic.
10:30 to 10:40. Recess.		
10:40 to 10:50	P G	First Reader.
10:50 to 11:00	P G	Second Reader.
11:00 to 11:10	P G	Third Reader.
11:10 to 11:20	* I G	Penmanship or Drawing.
11:20 to 11:30		
11:30 to 11:40	I G	Geography.
11:40 to 11:50	A G	Geography.
11:50 to 12:00		Natural Science.
12:00 to 1:00. Noon.		
1:00 to 1:10	P G	First Reader.
1:10 to 1:20	P G	Second Reader.
1:20 to 1:30	P G	Third Reader.
1:30 to 1:40	I G	Fourth Reader and Spelling.
1:40 to 1:50	A G	Fifth Reader and Spelling.
1:50 to 2:00	A G	U. S. History or Sixth Reader.
2:00 to 2:10	P G	Arithmetic.
2:10 to 2:20	P G	Arithmetic.
2:20 to 2:30	P G	Arithmetic.
2:30 to 2:40. Recess.		
2:40 to 2:50	I G	Language Lessons.
2:50 to 3:00	A G	Language Lessons.
3:00 to 3:10	P G	Language Lessons (3d Reader.)
3:10 to 3:20	P G	Spelling (1st Reader.)
3:20 to 3:30	P G	Spelling (2d Reader.)
3:30 to 3:40*	P G	Spelling (3d Reader.)
3:40 to 3:50	I G	Grammar.
3:50 to 4:00	A G	Grammar.

* P. G. 1st and 2nd Readers may be allowed to go home.

Laws upon which the above program is based.

- 1st. That the teacher thoroughly prepares every lesson each day.
- 2d. That the teacher thoroughly prepares and systematizes the work for every class each day.
- 3d. That the pupils thoroughly prepare their lessons.
- 4th. That the object of the recitation with the P. G. is to teach the pupils.
- 5th. The object of the recitation with the I. G. and P. G. is to hear lessons.

CLASSIFICATION.

The school should be divided into three Grades.

- 1st. Primary Grade (P. G.), including 2d and 3d readers.
- 2d. Intermediate Grade (I. G.), including the 4th reader.
- 3d. Advanced Grade (A. G.) including the 5th reader or U. S. History and Civil Government.

The P. G. 1st reader should consist of 3 divisions.

CORRESPONDENCE.

THE CHINESE QUESTION.

To the Editors of the Weekly:

Your recent endorsement of Mr. Blaine's letter suggests some questions; Immigration other than Chinese tends to cheapen labor, and the more frugal the immigrant the more sharply can he compete for labor at a low price. Is the rule of exclusion to be applied to such, or where is line to be drawn?

Is labor, controlled by the "six companies," more dangerous than votes manipulated by a great foreign power inimical to republics?

The social example of the Chinese is bad, but will it seriously affect American cities, some of which legalize and systematize this very vice, and try to make it safe?

Contagion is feared. Would not the enforcement of sanitary measures be better than breaking the treaty?

I cannot be indifferent to the tone of the WEEKLY on this and other points.

Yours truly,

H. M. BISSELL.

BUNKER HILL, ILL., March 21, 1879.

IMPORTANCE OF ELEMENTARY INSTRUCTION.

To the Editors of the Weekly:

Just as it is one of the foremost duties and busiest labors of a teacher to keep all the scholars steadily employed,—for then alone are they clear of mischief, and making actual progress,—so is it a prime duty of the watchmen on the towers, who conduct our leading educational journals, to see that the schools to which teachers themselves go, the NORMAL SCHOOLS, do not fail in the work expected of them,—work paid for from the state funds as a measure of self protection. THE EDUCATIONAL WEEKLY of March 27, p. 133, makes an able and stirring appeal on this subject, and those of us who have observed the workings of normal schools cannot but feel with sadness how just are the charges it makes. Especially is it right in its estimate of the need of better training in the elements, the beginnings, which, if not good, render it vain to expect good endings. It does not say too much when it says that the finest of all fine arts is the art of true elementary teaching. An excellent sign of progress is the increasing value set upon the services of the teachers of the primary grades.

W. G. WARING.

TYRONE, PA.

PUBLISHERS NOTES.

This *Topical Analysis*—it is a fine thing.—*Supt. J. W. West, Rock county, Wis.*

Please send at once four copies of *Grube's Method*. * * * I wish to place these books in the hands of my D Primary teachers.—*Supt. J. K. Davis, Rochester, Minn.*

The *Chicago Purchasing Agency*, advertised in this issue, will be appreciated by all who desire city shopping but cannot, for any reason, attend to it in person. Mr. and Mrs. W. P. Moss are persons of reliability, of good taste and judgment. He is the author of "*Moss's System of Church Finance*."

The WEEKLY comes regularly, and is a messenger which always bears cheering and useful words to the teacher.—*A. A. Leonard, Virginia City, Montana.*

I am very much pleased with the WEEKLY.—*M. A. Stout, Burrton, Kan.*

I take four other periodicals, but none of them are so welcome as the WEEKLY, with its wholesome and invigorating food for the mind. It is to the mental faculties as the shower is to plants—a necessity for a hale and rapid growth. It should be found, with well worn pages, in every teacher's library.—*H. O. Thomas, Pleasant Valley, Neb.*

EDUCATIONAL WEEKLY.—It is with great pleasure that we call the attention of teachers and friends of education to this estimable school journal published each week in Chicago. It was made by the union of seven leading educational monthlies, in the west. It is ably edited, has valuable articles on various educational topics in each number, and gives general educational intelligence from different states in the Union, besides a review of school books and books of general literature. This paper will keep teachers and school officers well posted in the general progress of the school interests of our entire country and in Europe. It is well worth the cost, \$2.50 per annum. Address, Educational Weekly, Chicago, 81 Ashland Block.—*Paris, Ill., Gazette.*

Educational Intelligence.

EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.

Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—Prof. John W. Cook, Illinois Normal University, Normal.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.

Michigan—E. B. Fairfield, Jr., Supt. Public Schools, Howell.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, APRIL 10, 1879.

THE STATES.

COLORADO.—Colorado College under the auspices of the Congregational church, and located at Colorado Springs, is improving in ability and gaining in numbers. Now in attendance are about 21 males of an average age of 19 years, and seven females whose average age is 17. From three to four recitations per week in each study are held. A freshman class of three members, and a sophomore class of two members, constitute the membership in the college proper. It is expected that another year a class numbering three will become the new freshman class. The other pupils are in various classes corresponding to the various grades of public schools. The Faculty consists of four members, Mr. Winthrop D. Sheldon, Mr. F. H. Loud, Mr. F. W. Tuckerman, and Miss Emma Bump. The president of the college, Mr. Jenny, is a non-resident. He spends his time in the East, soliciting aid for the college. The teachers are regarded as being eminently fitted for the responsible positions which they so acceptably fill, and it is certain that with the powerful aid of the great donation which stands at the back of the college, together with such denominations from philanthropic men as Pres. Jenny solicits, the college has a brilliant future. The residents of the beautiful little city of Colorado Springs are much interested in the institution and give it material aid.

WISCONSIN.—There are one hundred teachers in attendance at the Evansville institute.

Fond du Lac institute enrolls 200 teachers.

Albion Academy, under the new management, seems to be in a bad way. The spring term opened with only ten students, and the principal has just escaped conviction for assault and battery upon a young lady, who was trying to carry away the library of one of the literary societies, of which she was librarian.

Principal Skewes of Racine is fully exonerated from all blame concerning the death of young Sheehan. The whipping was given three weeks before the death and the doctors declared it had nothing to do with the boy's sickness. We are very glad to make this statement, as a most excellent teacher was very greatly wronged by the first reports.

Dr. DeKoven, of Racine, has been called to the rectorship of heaven instead of St. Mark's church, Philadelphia.—*Exchange*. How does that sound for "editorial?" It is only a fair specimen of the weekly outrages perpetrated by the same hand. Some kind friend ought to swear out a writ *de lunatico inquirendo* and have the man adjudged a rhetorical lunatic, a guardian appointed, and his goose-quill given to "the devil."

The Chicago *Inter-Ocean* publishes the following note on the history of Wisconsin:

By the ordinance of 1787, ceding the "northwest territory" to the United States, it was provided that new states might be created out of that part of the territory north of a line due east and west, through the south point of Lake Michigan. When Ohio and Indiana were admitted those states extended their authority north of this line, to the present boundary of those states. In 1835 S. T. Mason, then Governor of Michigan Territory, undertook to establish territorial authority over this disputed strip as far south as the aforesaid line. The Ohio authorities, under the leadership of Gov. Lucas, resisted, and out of this conflict of authority grew what was known as the "Maumee war." Several thousand of the militia of the two states were under arms, and ready to march into the disputed territory, while several companies from Ohio and Michigan did march in, but did not come to blows. The local chronicler records that "only pig-pens, hen-coops, and melon patches suffered during the invasion, and that the mosquitos of the Maumee alone shed the blood of the

invaders." The United States authorities at Washington interposed and quieted the claims of Michigan, by transferring to that territory, soon to be come a state, the "northeast part of Wisconsin," which ended the "Maumee war." For many years after this event Wisconsin Territory would occasionally set up a claim to that part of Illinois lying north of the before-mentioned line, but Illinois authorities hooted at the claim, and the Washington authorities entirely ignored it.

INDIANA.—The Indiana Legislature has adjourned and gone home, leaving the school code and school interests of the state unimpaired and intact. Several vicious amendments were prepared by both houses, but none got beyond a second reading. This good fortune is perhaps to be attributed not so much to the soundness of our legislators' views on the subject as to the fact that their time was so largely absorbed in purely political legislation that they had no time for other mischief. The democrats are in power for the first time in many years, and of course it was first incumbent upon them to undo as much of the work of their immediate predecessors as was possible in the brief time allowed by the constitution. The state educational institutions get, not a munificent appropriation, but yet enough to keep them on plain diet for the next two years. Among the creditable things accomplished, (perhaps the word among and the plural number is putting it rather strongly,) is the establishment of a school for the feeble minded, in connection with the orphans' home at Knightstown. The codification of the school laws, with some not very startling amendments, failed on account of the governor's veto.

ILLINOIS.—A correspondent of the *Sentinel* says the citizens of Warren, Jo Davies county, are petitioning for a Township High School at that place, to be established as provided in section thirty-five of the school law.

LaSalle county has been holding local institutes with great success. These institutes are held monthly or oftener in different parts of the county.

There is to be a grand inter-county institute held in Macoupin county this summer. Supt. F. W. Crouch is a man of large ideas.

The annual session of the teachers' association of Stark county was held in Wyoming, March 26, 27, and 28. The attendance was good, and much interest was manifested. Most of the exercises were given by the teachers of the county, Miss West being the only aid from abroad; her work gave general satisfaction. Were all teachers as energetic as Miss West is, there would be but little complaint of our schools. None regretted the time spent attending the institute, and it would seem impossible for a teacher to return to his work without a determination to labor with more zeal.—M. A. HALL.

The U. S. Supreme court has reversed the decision of the Illinois Supreme Court relative to the Northwestern University, and that institution is relieved from the anxiety and long-threatened danger of strangulation by excessive taxation.

Our much abused legislature is working away at the customary rate. It seems to be the fashion for the press generally to devote a generous share of its space to the correction of our law-makers, but little attention is paid to the criticisms that are indulged in, from force of habit. Doubtless much time is wasted, but the present legislature is just as good as its predecessors. On Friday the bill abolishing the normal schools came up for consideration in the house. The following dispatch from *The Bloomington Pantagraph* will explain the success that attended the enemies of these institutions.

A protracted discussion, occupying the whole afternoon session, was had upon the bill to abolish normal schools. The motion was to take from the table and print, read a first time and order to second reading. Reaburn of Hancock, and Robinson of Fulton, made speeches in favor of the motion. Mitchell of McLean followed in reply, making a thirty minute speech, which attracted the undivided attention of the House. The strong point made in favor of the institution when he held up a book containing the names of more than one thousand normal teachers now engaged in Illinois, and declared himself ready to give the name and post office address with town and county where they were located, was very manifest, and seemed to have a marked effect upon the members. Rogers of McLean followed in support of the institution with an able speech, reviewing the history of the location with the rise and progress of the school to the present time, when, as he alleged, every citizen of Illinois might justly feel a pride in its success. Next came the gallant old hero Gen. H. H. Thomas of Cook, with the best speech of the session. The General was closely listened to, and made a masterly vindication of the institution and its work. Robinson of Jackson county came next in defense of the Carbondale school, and at the conclusion of his speech the roll was called, and forty-four voted aye, and seventy-eight voted no. The motion to take from the table and read a first time, and to pass to the order of second reading was lost, and we presume the normals will live at least for two years more.

These institutions will receive their customary allowances in all probability.

The Ogle County Teachers' Institute met at Polo April 1st, and held a three-days' session. The attendance was very large, more than a hundred of the teachers of the county being present. The exercises, with two or three exceptions, were conducted by home talent, of which there is an abundance. Few counties are equally well supplied with workers, and the old-fashioned

institute, unhappily obsolete. In some localities, is conducted here in a most efficient manner. The introduction of the sciences by the state legislature necessitated the holding of summer "drills," in order to furnish teachers an opportunity to fit themselves as cheaply as possible for the new requirements. These "drills" accomplished a great deal of good, but they also tended to satisfy teachers with limited attainments, when without them many would have undertaken a more extended course. Ex-Supt. Wells, Messrs. Berry, Reynolds, Wadsworth, Blair, Deckard, Sears, Stowell, Walker, Kauffman, E. A. Ray, Scudder, Ackert, McCrea, Freeman, and Misses Highbarger, Read, McMollan, Waterbury, Parmlee, Haseltine, Veazie, and Mrs. Kauffman, had parts assigned on the program. The whole work was in charge of Supt. Ray, who took occasion to enforce the points of excellence that were presented. President Griffith, Supt. Dougherty, J. H. Freeman, and the editor of this department gave evening lectures, and Dr. Cutts, of Polo, addressed the institute on education. A pair of missionaries, Herrick and Beede, were on hand and contributed not a little to the fun of the occasion, while Brother Jones, of *The Journal*, also dropped in with a kindly word for all.

The teachers of the west and south part of LaSalle, and contiguous parts of adjoining counties, held an institute at Tonica about the middle of March. Notwithstanding its local character, a hundred were present. Picking, of Lostant, Thomas, of Rutland, Ham, of Granville, Carter, of Peru, Smith, of Magnolia, and others were present and participated. The occasion was an interesting one, and a similar meeting will be held at Magnolia about the first of May.

The Society of School Principals will hold its annual meeting at Peoria about the first of July. The program will be out soon.

The teachers of Champaign county held their annual reunion at Champaign March 29. Dr. Gregory lectured on Friday evening on "The Rights of Children."

Illinois is preparing to abolish her normal schools; that is, to tap the root of her public school system. A public school system without well-educated teachers is like an army without educated officers. If the schools are not true normal schools, reform them; do not abolish them. Eternal vigilance is the price of public education; and there are so many politicians in this country who have no interest in preserving public education, and so many people that are sensitive to taxes and insensitive to ignorance, that we can afford to be watchful.—*Christian Union*.

NEBRASKA.—At a Teachers' Institute, Hamilton Co., March 5-7, it was resolved that it should be made compulsory that teachers attend an institute at least four days each year, and that censure should follow non-attendance.

The State Teachers' Association assembled at Hastings, March 25-27. It was attended by the principal educators in the state.

Principal Palmer, in speaking of the attendance said: "This is the 12th annual meeting. The majority of the teachers are not here. We are here representing 4,000. What kind of teachers are the 4,000? The teachers who come here are of the better class, though not all of the 4,000 are of that kind. We ought to look at both sides. We represent teachers of various sorts—not the professional but the young men who are using it as a convenience and the young women who are doing the same. We represent teachers who know little of the work. The fault is not altogether the teachers'. It is in part the fault of those who employ them." The officers elected are: Dr. Curry, president; T. L. Dixon, vice-president; C. D. Rakestraw, recording secretary; Miss R. E. Jones, corresponding secretary; H. N. Blake, treasurer. Executive committee: A. R. Wightman, H. H. Nicholson, W. E. Wilson, Mrs. B. K. Bishop, Martha N. Hawley. The meeting seemed to give great satisfaction to all concerned.

OHIO.—It is suggested that the public school pupils of Cincinnati shall give every year two concerts, the proceeds of which shall be applied to the foundation of scholarships in the College of Music. To these scholarships a special commission of the Board of Education will elect such pupils of the intermediate and high schools as shall show decided musical ability.

Mr. Henkle, editor of the *Educational Monthly*, suggests the organization of a State Academy of Teachers, to be a chartered body, competent to issue diplomas, the diplomas to be equivalent to a state certificate. The suggestion is a good one, and will probably receive attention at the next meeting of the State Teachers' Association.

IOWA.—Prof. Edson, the well known principal of Denmark Academy, in Lee county, who is now traveling in Europe, has resigned his professorship

in the academy, and accepted one of the principal professorships in the Turkish college at "Aintab."

In Dubuque 148 votes were polled at the late school election. In Davenport the number polled was 2,740. But then Davenport is a large, enterprising city.

Newspapers say that J. M. Scott, teacher in the Grand Junction high school, suddenly resigned and left for parts unknown.

Mr. A. P. Tukey, the active agent of Cowperthwait & Co., has severed his connection with that publishing house, and hereafter will represent Messrs. Taintor Bros. Merrill & Co. in Iowa. Our friends, we know, will give Mr. Tukey a hearty welcome.

The State Teachers' Normal Institute will be held at Clear Lake next summer, under the directions of Hon. C. W. von Coelln. For information, address State Supt. von Coelln, Des Moines, or Supt. M. H. Kling, Mason City.

The teachers of Story, Hardin, and Hamilton counties are holding an Institute at Callanan. Prof. Eldridge, of the Eastern Iowa Normal School, is the chief conductor.

The March number of *The Students' Offering*, published by the students of the Iowa State Normal School, is before us. It is a fine paper, typographically and otherwise, a credit to its editors, and an honor to the institution, of which it is the official organ.

The *State Register* of a recent issue administered a sound lecture to a college president who was trying "to inculcate in his classes the delusion or lunacy of dishonest money, commonly called Greenbackism."

Pres. Gilchrist, of the Normal School, was made the happy recipient of an elegant watch-chain recently. The students were the donors.

Hon. James F. Wilson, of Fairfield, has been asked to deliver an address before the Grinnell Institute of Iowa College in June.

MINNESOTA.—In school district 45, embracing five or six sections of land in the east part of Lime township, since the first of January, sixteen deaths have occurred in a total of thirty-eight cases of diphtheria in eight families, and since the first appearance of the disease about a year ago, twenty-two deaths have occurred in all, out of the fifty-two cases, limited to fifteen families.

MICHIGAN.—The appropriation for the State Public School at Coldwater, as agreed upon in the House, reaches the sum of \$87,900.

The Kent county institute at Ada was very successful. Nearly all the teachers were hospitably entertained by the citizens free of charge. The enrollment reached 133. Supt. A. J. Daniels and Principal E. A. Strong, of Grand Rapids, were assisted by the editor of this department the entire week, and during portions of the week by N. H. Walbridge, of Cedar Springs, P. D. Cornell, of Grattan, and Geo. D. Herrick, of Grand Rapids.

The Ionia county institute at Ionia enrolled about 190. Supt. Ewing was assisted by Prof. T. W. Harvey, of Ohio, Prof. S. S. Hamill, of Chicago, Miss M. H. Ross, of Columbus, Ohio, and Supt. T. C. Garner, of Big Rapids, Mich. The reports from this institute are such as we should expect to hear from the combination of such able workers.

We hope to hear from the other institutes in time for notice next week.

Twelve state teachers' institutes were held in various counties during last week, by appointment of the Superintendent of Public Instruction.

The juniors of the Pontiac high school gave a very entertaining exhibition March 28.

The special committee on School System in the Senate has reported a bill for appointing a board of three county examiners and doing away with the present system of township superintendents. Township inspectors are to be retained for visiting schools but not for examination of teachers.

The Finance Committees of the House have recommended the appropriation of \$40,000 for the construction of a fire-proof museum building at the University.

Two young girls in Cohoctah, Livingston county, have been fined three dollars each and costs, amounting to nearly thirty dollars, for disturbing the school taught by Miss Adaline Pease.

The teachers of the Dowagiac schools have formed an organization for social readings.

S. P. Hutchinson, principal of the Laingsburg school, has been dismissed by the school-board but refuses to go, claiming remuneration for an entire year upon "contract."

An institute will be held at Jonesville, Hillsdale county, beginning May 5. Supt. A. J. Daniels, of the Grand Rapids schools, recently suspended a boy and a girl for circulating obscene literature among their school-mates.

Greenville owes \$14,500 for school purposes.

Zeeland, Ottawa county, is to have a new school building.

The number of visits by friends and patrons to the different departments of the Saginaw City schools reaches 534 so far this year.

H. W. Fairbank, music teacher in the Flint schools, is going west for his health.

The Stanton schools this year have enrolled 405 pupils.

M. G. Richmond has taught five successive terms with marked success at Lakeville.

March 19, Judge Huntington rendered his decision in the case of the University *vs.* Douglas. Douglas was charged with \$3,175.26, and credited with \$2,950.77. Afterward this decision was changed, leaving the shoe on the other foot.

As showing the growth and present status of the University, the following items are of interest, taken from Pres. Angell's address before the legislature, March 18: The University, in 1844, had 53 pupils; in 1853, 72; during the next decade the medical school was founded; after that the law school; soon we find this young giant striding forward at a wonderful pace. In 1860 the pupils registered were 430; in 1867 they outnumbered any college or university in the land; in 1870 the number reached 1,126; this year there are on the ground 1,375. It is no exaggeration to say that the fame of the University has spread through all lands. Professors are there whose names are honorably known everywhere; lawyers whose opinions are cited as authority, side by side and with equal honor, with those of Storey, and John Marshall, and Lord Stowell; literary men whose works are translated into foreign tongues, and read with delight in the accomplished circles of Europe, and scientific men whose papers are received as authority wherever science is cultivated, among them one whose astronomical discoveries have blazoned, as with letters of fire on the sky, the name of the University and the state of Michigan, to be beheld with admiration through all the generations. If the fathers had left the matter to private donations, generations must have lived and died ere it had reached the eminence of to-day. Harvard and Yale had been two centuries and a century and a half respectively in their growth. Did the fathers make a mistake?

The Livingston County Teachers' Association met at Fowlerville, March 21 and 22. The meetings were held in the Methodist church. An address was given Friday evening by Supt. Fairfield, of Howell. Saturday, educational questions were discussed by teachers of the county, assisted by some citizens. That a great interest is felt in these meetings is shown by some teachers coming twenty or twenty-five miles to attend them.

WEST VIRGINIA.—Supt. A. L. Wade, of Monongalia county, writes us that out of 90 teachers in his county, 81 are subscribers to some educational journal, and asks if there are any counties in Illinois ahead on that point. Pictures were introduced into more than 80 of the school-rooms last term and rods were "ruled out," and the schools have had a larger attendance than any compulsory law could give them. He adds: "Most of our teachers adopted the picnic dinner system, that is, the pupils all take dinner before they are dismissed for noon. It is a pleasing sight to see a family of fifty or sixty eating dinner in an orderly manner, but cheerfully, and pleasantly, enjoying the meal. When the meal ends, recreation begins." The state legislature, at its session just closed, adopted the "graduating system" discussed in a late issue of the WEEKLY, but crippled the superintendency by reducing the salaries of county superintendents to starvation figures.

NEW YORK.—It is said that more than half of the pupils in the Buffalo schools are of German parentage.

The Regents of the University have just apportioned to ninety-seven educational institutions of this state the total sum of \$27,970 for services rendered in the instruction of common school teachers.

INDIAN TERRITORY.—A proposition is before the Indians of Indian Territory to hold a teachers' institute in Muskogee in the near future. Among the questions to be considered is the propriety of establishing a normal school at that point. The *Indian Journal* proposes the plan of establishing boarding schools among all the wild tribes, and if this scheme is adopted, a normal school, to furnish teachers, becomes a necessity.

NEW ENGLAND.—There seventy-four female members of school committees in Massachusetts.

CHICAGO NOTES.

A CRY FOR HELP.

By "Prism."

There is one law, one universal rule, that never gains an entrance into people's heads until they have suffered all that human nature can stand. It is that rulers were never known to make good laws. The people, the *governed* make the laws, and the rulers enforce them when they are compelled to. We can't pay men to do our thinking and hope to have more done for us than we do for ourselves. Each man is to himself a center about which everything he conceives and perceives revolves. And we cannot demand that another's circumference take ours in.

As a class, teachers are not politicians, and yet they are better qualified for the business and know only too well how comfortable a good straight administration would be. They have studied Political Economy, Science of Government, and are generally well grounded in the relation of cause to effect. The fact that the city has not gone to pieces is a proof that decency and order are in the majority; but the fact that all good men fear the worst is a proof that bummerism is getting a strong position and we should do our little toward fighting it and keeping law and order in the ascendancy.

We did not receive our salary before election day. The police and fire departments received two months' wages. Why? Eight hundred and ninety of our number are women, intelligent and cultivated, and yet that whole corps of teachers had not one vote to cast for the enforcement of laws under which they suffer.

With the advantages we have, why can't we take a more active interest in politics? We mean politics as an active science, not as a trade. We have the chance—we have the WEEKLY, which should be made a power in the land, and we can make it so if we work in earnest.

Why can we not organize and demand our just recompense for service rendered? The city is our employer; the city has money, but we are asked to work for love, feed on hope, and be thankful when we receive a small pittance of our due.

Some of our lady teachers have been obliged to go to money-brokers; but while they are asked 20 per cent for the money they use, they draw no interest on the amount due them.

We do not advocate Trades' Unions, but our contract should be kept on both sides. For four years we have worked, hoping affairs would change. But during that time we have not had four consecutive months' wages paid us on time. Can not some of you lawyers advise us? We must have something more definite in future or we shall have to "tramp."

A LITERARY PUZZLE.

With lily pads the oars are —;
With eager hands the blossoms —;
Each shouts, "Away dull care —!"
And Echo answers, "——"

The puzzle is to complete the lines in such manner that the blank at the end of the second line shall be filled by a word formed by dropping the initial letter of the complement of the second line; and that of the fourth by dropping the initial letter of the complement of the third line; the whole to make good sense and express a poetical idea. As a hint we will state that the complement of the first line is the participle ending in *ing*; that of the second a synonym for a mean act; that of the third two words forming a clause, and that of the fourth a monosyllable.

Prof. Jones is making a great success of the educational department of the *Evening Journal*. By this department much hostility has been disarmed and many person interested in the schools and converted to their support who could never be reached by a purely educational paper. All teachers should take the *Saturday Journal*.

The *Chicago Times* has a fling at our craft because a teacher wrote "a phenomena." When a teacher makes a mistake it is through ignorance; but when an editor blunders it is the fault of the compositor or proof reader. O, yes—to be sure—of course!

A panic this week in a New York City school would have resulted fatally but for the timely interference of the police. Alas! what would become of a Chicago school if a panic should occur in it and the situation be left to the interference of policemen!

The last report of the Chicago Board of Education contains the names of all the teachers in the schools, together with the names of the institutions in which they were educated, their experience prior to their teaching in Chicago, and the date at which they commenced teaching. This will be a good directory for widowers and bachelors who want to avoid young and giddy things, when they cast about them for a school ma'am to take to wife.

"There's a place for her age on every page
The old maid's sorrows to assuage."

Another striking feature of this directory is the relative ability of the teachers compared with the institutions at which they matriculated. There is scarcely a dull man in the schools that does not claim some institution with a high sounding title for his *alma mater*.

The following magic square from our school report shows the average number of pupils by grades for the last school year.

First Grade	10,620	Ninth Grade	743
Second Grade	8,061	Tenth Grade	441
Third Grade	7,843	Eleventh Grade	92
Fourth Grade	5,466	Twelfth Grade	56
Fifth Grade	3,224	Freshman Year	0
Sixth Grade	2,359	Sophomore Year	0
Seventh Grade	1,676	Junior Year	0
Eighth Grade	989	Senior Year	0

The above information is very suggestive and entertaining, especially the goose eggs.

LITERARY AND MISCELLANEOUS ITEMS.

—The governors of the University of Canterbury, New-Zealand, have founded a Greek and Latin Professorship to which they have attached the salary of \$3,500 a year.

—An "International Normal Educational Conference" is to be held at the Thousand Island Park from August 11th to the 16th inclusive. The addresses on educational matters will be given by teachers from this country and Canada.

—The April number of *Barnes' Educational Monthly* says some plain and sensible things about ministers and religious denominations giving more attention to the wants of the public schools.

—The *Journal of Philology*, so long under the able editorship of the late Mr. Clark and of Professor Munro, will hereafter be edited by William Aldis Wright, M. A., Fellow of Trinity College, Cambridge; Ingram Bywater, M. A., Fellow of Exeter College, Oxford; and Henry Jackson, M. A., of Trinity College, Cambridge. The issue of the *Journal* under new auspices seems a fitting opportunity for drawing attention to a periodical which represents what is being done by eminent English scholars, in the direction of classical and Biblical study. The first number under the new management may be expected immediately. Macmillan & Co. are the publishers.

—German school children are taught to distinguish between harmless and noxious insects, and to collect and destroy the latter. Last season, in one district, 13,000,000 beetles were thus put out of the way of doing harm.

—The Bristol (Eng.) *Times* and *Mirror* sums up an article on the superiority of American Manufactures by saying the lock manufacturers in that country, with one or two exceptions (such as Chubb and Hobbs, the latter an American), are men of small capital, and cannot afford to buy machinery. The consequence is they are not in a position to resist the action of the strikers nor to compete with machine-made goods. In America small firms are the exception, large ones the rule. Another point mentioned, though of less importance. It is this—that Bristol school boards have indirectly contributed to the introduction of American goods, inasmuch as they have compelled the attendance at school of boys and girls who have hitherto been, as it were, the human machinery of the English lock-makers.

—The success quietly attained by the *Library Table* during the past three years has induced the publishers to issue it weekly instead of fortnightly as heretofore. It is now increased to 32 pages and enlarged slightly in form. Its high literary character will be maintained—*vis*: its signed articles, by leading writers on the principal books published, critical notes and comments, "briefs" on important volumes freshly issued, and the most recent intelligence concerning the makers and making of books,—and several new departments have been introduced. "Notes of the Week" will be bright, trenchant comments on current events. "Contributors' Miscellany" will contain piquant sayings, odd conceits, poems, reminiscences. A department of Notes and Queries is introduced, and greater space given to the departments of Music,

Drama, and the Fine Arts, which will hereafter be conducted by competent specialists. There will also be a weekly article on the Stock Market, and particular attention will be given to the great financial and industrial interests of the country. \$2.50 per annum. On trial one month, 12 cts. No samples copies free. Bothwell & Hinton are the Publishers, No. 1 Evening Post Building, New York City.

—President Andrew D. White, of Cornell University, has been nominated as Minister to Germany. President White is in his forty-seventh year, has had a prominent and honorable connection with both the political and the educational history of the country during the last twenty years, and is specially fitted for the position to which he has been nominated. He was one of the U. S. Commissioners to the late Paris Exposition, and has written considerably on the subject of educational exhibits.

—Messrs. Ginn and Heath have published a *Teachers' Manual* to accompany the Second and Third Series of National Music Charts, with Appendices on French Time-names and Management of the voice, by L. W. Mason and H. E. Holt. At its close is a Key to the Third Series Music Charts and Third Union Reader. The dictation exercises and illustrations furnished in the first twenty-two pages must be a very valuable aid to the teacher of music; indeed the Manual as a whole is something indispensable to the use of the National Music Charts in public schools.

REPORTS AND PAMPHLETS RECEIVED.

"Catalogue of the Officers and Students of the University of Wisconsin," for the Academic year, 1878-9. John Bascom, D.D., LL.D., President.

"Annual Report of the Superintendent of Public Instruction of the State of Wisconsin," for the year ending August 31, 1877. Edward Searing, Superintendent of Public Instruction.

"Tenth Annual Report of the State Superintendent of Public Instruction" to the Governor of Nebraska, for the year ending December 31, 1878. S. R. Thompson, State Supt. of Public Instruction.

"Common Schools of Pennsylvania." Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania, for the year ending June 3, 1878. J. P. Wickersham, Supt. of Public Instruction.

"Omaha City Schools," 1877-1878. Annual Report of the Board of Education, year ending August 1, 1878. S. D. Beals, Superintendent.

"Second Annual Report of the Board of Education of Tuscola, Ill.," with Rules and Course of Study. E. J. Hoenshel, Supt. of Schools.

"Catalogue and Circular of the University of Colorado," at Boulder, Boulder county, Colorado. 1878-79. Joseph A. Sewall, President.

"Department of Public Instruction." Advance Pages First Biennial Report of the State Superintendent of Kansas, for the school years ending July 31, 1877, and 1878. Allen B. Lemmon, State Superintendent of Public Instruction.

"Annual Report of the Board of Education," together with "Teacher's Guide" for the Public Schools of Madison, Wis. Published by order of the Board. Samuel Shaw, Superintendent of Schools.

"The Fifteenth Annual Report of the Minnesota State Normal School Board," for the Fiscal year ending Dec. 1, 1878. Transmitted to the Legislature of the Twenty-first Annual session, 1879. Charles A. Morey, Principal Winona State Normal School.

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For information, Folders, Maps, etc., not obtainable at home ticket office, address any agent of the company or

MARVIN HUGHITT, W. H. STENNETT,
Gen'l Manager, Chicago. Gen'l Pass. Ag't, Chicago.

Harvard University Admission Examinations at Cincinnati and Chicago, 1879.

Examinations for admission to Harvard College (preliminary and entire), the Lawrence Scientific School, the Medical School and the Law School, will be held in Cincinnati, Ohio, and in Chicago, Illinois, on June 26, 27, and 28, beginning at 8 A. M. on June 26.

These examinations, which are identical with those held in Cambridge are free to all who enter the above departments of the University, and open to others upon payment of a fee of \$10.

Persons who propose to pass these examinations are requested to inform the Secretary of Harvard University, Cambridge, Mass., of their purpose before June 15, and to address him for further information.

The Admission Examinations of the University will be held at Cincinnati and Chicago each year on the three days following the last Wednesday in June.

The precise place in each city at which the examinations will be held will be announced in the Cincinnati Gazette and Commercial, and in the Chicago Tribune and Journal, of June 24 and 25. ccl